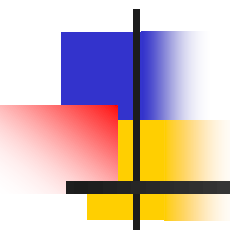


# 21st CCLC Evaluation and Continuous Improvement Management Workshop



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***Dr. Duane Rupert***  
***21<sup>st</sup> Century Grant Services***



# Capturing Program Data

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- Developing a Process
- Frequency
- Role of Site Staff
- Role of Central Staff
- Having a “Go-To” person



# Data Storage Regimen

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- Using a home grown systems
- Using On-Line Data bases
- Using a Hybrid Approach



# Continuous Improvement

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- Quarterly dip-sticking
- Staying focused on Objectives
- Stakeholder involvement
- Data-based decision-making



# Sharing Data

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- With whom?
- How?
- What?



# The Annual Report

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- Just the facts?
- How data informs Continuous Improvement



# Format of an Annual Report

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- Fast Facts
- What Did We Promise?
- How did We Do?
- What are the Opportunities?



# Fast Facts – Martha Petty ES

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- 198 Petty students attended S4S at least 30 days or more (9% increase over last year)
- 42% of regular attendees improved their Math grades (30% last year)
- 33% of regular attendees improved their Reading grades
- 13% of regular attendees advanced one level on the AIMS Reading Proficiency test (new objective)
- 15% of regular attendees advanced one level on the AIMS Math Proficiency test (new objective)
- 94% of regular attendees improved academic performance based on teachers' surveys\*
- Over 80% of regular participants earned a President Challenge Physical Fitness Award.
- All mentees reported improved relationships with family, peers, teachers, and other adults
- 136 adults attended at least one family engagement activity

\*for those students for whom improvement was needed





# Highly Recommended Table

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Objective	Status	Comments



# Project Objective

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- At the end of each year of the program, 70% of the students attending 30 or more of the 21st CCLC S4S sessions will improve one or more of their core subject grades



# Status

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- Progressing toward the stated objective
- Met stated objective
- Exceeded stated objective



# Comments

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- 42% of Petty students attending 30 or more sessions improved their Math grades.
- 33% of Petty students attending 30 or more sessions improved their Reading grades.



# Continuous Improvement Opportunities

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- 58% of regular Petty participants Met or Exceeded state Math standards and 66% Met or Exceeded state Reading standards. 42% of Petty students attending 30 or more sessions improved their Math grades, while 33% improved their Reading grades. The wide array of tutoring and academic enrichment activities are helping students improve their math and reading skills as demonstrated by AIMS results and report card grades. The fact that the majority Met or Exceeded state standards in Reading and Math is testimony to the progress being made by regular after school participants. The targets set, however, for AIMS results and improved report card grades were not met. There are nearly 200 students taking advantage of the after school program. Perhaps there is an opportunity to review the offerings currently being made available to insure congruence with the school's math and reading curriculum as well as state standards. Any adjustment made to the after school academic offerings must be done in partnership with regular school faculty to insure that the after school offerings have a bearing on regular school curriculum as well as specific skills that are measured by the AIMS assessment.



# Continuous Improvement Opportunities

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- Skills for Success Program Managers are very pleased with the outcomes of youth development activities. Mentored students are experiencing fewer suspensions and disciplinary actions. 60% of the mentored students were able to improve their math grades. While every targeted child has an opportunity to participate in small group mentoring activities, very few children have had an opportunity to be assigned a one-to-one mentor. The Project Director has been considering a plan that would result in additional mentors for qualifying students. BBBS has not provided a high enough number of “bigs” to serve as mentors for qualifying students. The Project Director will be meeting with District and school leadership and staff to discuss the possibility of recruiting potential “bigs” from the Flowing Wells HS. Included in the plan should be components that address training and supervision needs related to those HS students recruited to serve as mentors. It is likely that HS students serving as mentors will do so in the context of the school site.



# Continuous Improvement Opportunities

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- There has been some success relative to parent engagement in adult ESL and GED classes sponsored by Flowing Wells Extension. A relatively high percentage of parents have also participated in special events scheduled at the site during the school year. There is no evidence, however, that the site has met the project objective: *at least 50 parents attend at least 10 family engagement activities*. The Site Coordinator will need to work with school staff to develop strategies for promoting parent and family involvement. More effective procedures for logging adult attendance at special events and activities should also be considered. There are many things that compete for the time of parents and students during the after school hours. Special events have to be created to meet the needs of the school and families. One concept that has been considered to build parent involvement is a parent advisory group. A special advisory group could help craft parent needs assessments and engage in ongoing dialogue about strategies that may be successful in promoting parent involvement. Strategies for improved attendance record keeping at special family engagement events will also be completed. The concept of building a network that supports the needs of parents as well their children will guide the work of those who plan, promote and manage family engagement opportunities.